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ABSTRACT

A party of vocational educators from the United Kingdom (UK) traveled to the Federal Republic of Germany (FRG) to examine West German education and training for the hairdressing industry. During their study, the British educators examined the training with respect to entry into further education, industry, and school; vocational preparation; course content for apprenticeship; basic craft and examinations; career development; and teaching and training qualifications. In addition to reporting on the West German educational system, the investigators made a number of comparisons between the vocational training systems in the UK and FRG. Based on these observations, recommendations were made calling for student hairdressers to spend a proportion of their training time in the salon as well as in college. It was further recommended that all of those persons responsible for training hairdressers have a minimum teacher training qualification regardless of where they teach and that a meister level or its equivalent be accepted as a statutory requirement for opening a business and training apprentices. (Appendixes to this report include a description of the dual system for vocational education and apprenticeship training in the FRG as well as a discussion of beauty therapy in the country). (MN)

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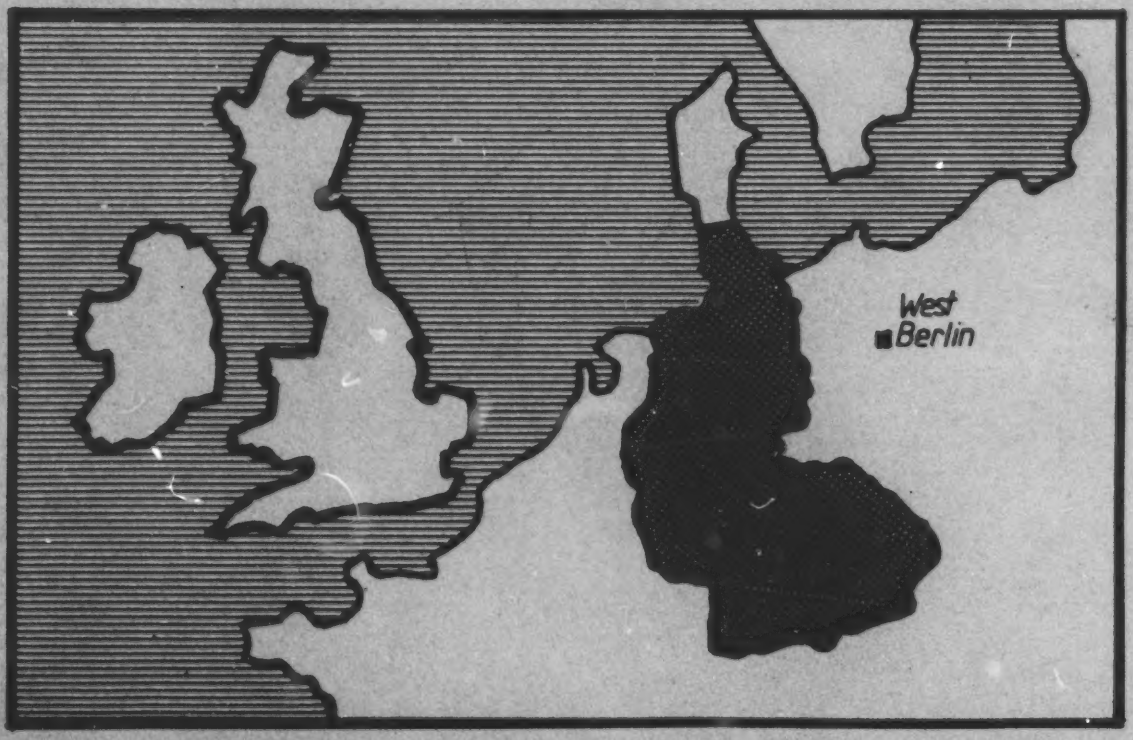
Number Nine

Education and Training for the Hairdressing Industry in The Federal Republic of Germany



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EDUCATION AND TRAINING FOR THE HAIRDRESSING INDUSTRY IN THE FEDERAL REPUBLIC OF GERMANY

The Report of a Visiting Party

Edited by Malcolm Levinson, Jim Tait, David Parkes, Russ Russell and Gisela Shaw.

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PREFACE

This report is made by a party of practitioners in Vocational Education from the United Kingdom who visited the Federal Republic of Germany in October 1982. The visit was organised by the Further Education Staff College - FESC - (Coombe Lodge) and the British Council as one of a series of visits being planned and co-ordinated jointly by the FESC and the British Council at the request of the Department of Education and Science. The main travel expenses are being met by the Central Bureau for Educational Visits and Exchanges, while the main administrative expenses are being met by the British Council.

The United Kingdom - UK - and the Federal Republic of Germany - FRG - have similar industrial structures, comparable populations, and broadly similar patterns of vocational education and training, youth unemployment and ethnic minorities. There are constitutional, organisational and financial differences between the two vocational education and training systems but they both share the characteristic of having a dispersed pattern of authority which makes change slow and necessitates that change is made by agreement and is frequently developmental rather than radical.

It would seem therefore that the British can gain most in any comparative study of UK and FRG from developing an understanding of how the German system works in terms of the motivation and attitudes of its young people towards mobility, industrial co-operation and the quality of their work and social participation. In other words it is in the content and process of the German approach that the British interest principally lies. Attention is being paid to the attitudes of employers, trainers, trade unions and of the wider society to the young people because that can also provide understanding of the sources of the attitudes.

The visiting party was selected from a list of nominations in order to give an appropriate mixture of types of responsibility and experience for the study topics in mind. Further details of the visiting party and of the process of writing the report are given in Appendix E to this report. Although the visiting party was briefed before leaving for FRG none would claim to be an expert on FRG and therefore the group relied heavily on what they were told. Thus the ideas, information and views received by the group were defined by the particular select and short programme of visits (set out in Appendix F to this report). The report is presented acknowledging the limitations in such a process.

This report has been written in such a way as to try to minimise detailed structural descriptions of the institutions and systems in the FRG. Readers unfamiliar with the system in the FRG may therefore like to read Appendix A to this report before embarking on the main text. A full glossary of terms and abbreviations is contained in Appendix D.

The party presents this report and its recommendations for consideration and gratefully acknowledges the immense assistance and generous hospitality of the host institutions in the Federal Republic of Germany. The report does not necessarily represent the views of any of the institutions mentioned above, or the institutions from which the party was drawn.

I INTRODUCTION

1 The group of experts on hairdressing spent a fortnight in the Federal Republic of Germany - FRG - in October 1982, before the introduction in Great Britain of the Youth Training Scheme - YTS - and before the decease of the Joint Training Council for the Hairdressing Industry. The individual experts represented a cross-section embracing further education, the industry and concerned bodies such as the City & Guilds of London Institute and the Joint Training Council itself. The members of the group knew each other personally, and were friendly but, initially, sometimes widely separated in their professional perceptions. The impact of the systems in the FRG together with the opportunities to discuss, informally, issues in the UK - was quite remarkable. What emerges in their recommendations is both consensus and concern.

2 As expressed in the preface, their primary concern was with content and process; the Federal Republic compared with the UK. This concern is referenced, in detail, in the body of this text. However, what also emerged was the relative lack of co-ordination and coherence in UK structures. What they discovered in the Federal Republic of Germany was :

a. industrial commitment of both employers and employees to training;

b. legislation and regulations laying down common curricula across the whole country for in-firm training;

c. local industrial involvement in testing standards;

d. co-operation between public sector schools and private sector training;

e. a qualification linking the right to be an employer and the right to be an in-firm trainer;

f. full involvement of employers and trade unions at all levels.

3 The significance of this type of co-ordination can be seen from the issues surrounding examinations. When in the FRG visiting UK parties very often ask questions about standards, e.g. how do the Germans compare standards between years and among Länder (the component states of the Federal Republic)? The Germans do not appear to understand the question and their general response is to refer to the regulations. This makes them appear to conform to the UK-stereotyping of German culture. In fact, on being pressed, their real answer may be paraphrased

as follows :

> *"In framing the regulations there has to be political agreement among central government, the* Länder, *employers, the unions, the education system, as to what, eventually, outcomes will be. Very often these are imprecise but there is sufficient measure of agreement to move forward to a detailed curriculum and for everybody to be pointing in a similar direction. Structure and content are agreed by very complicated mechanisms but having been agreed and the movement forward having occurred it seems pointless to go beyond asking local industry and commerce to test standards of particular students. What point does elaborate comparison or testing serve?"*

4 The Germans have what may be described as a 'front-loading system' which creates co-ordination among the various competing and conflicting interests in the system. While complicated and often slow, enormous effort is put into central co-ordinating and standard-setting bodies.[1*] The British do not have such co-ordination. They have semi-autonomous institutions with shallow freedoms over curricula, method and resources. They have a large number of different local authorities warring with central government. They have a wide variety of examining and validating bodies established by central government but without legal authority. These bodies represent a retrospective ordering. There is little other coherence in the system. The process of examination and validation to which other bodies must respond is the only means of bringing the involved parties loosely together, but without final control over training, hence the requirement for forms of sophistication in assessment not necessary in other systems where *partnership* exists.

5 However, structures are a reflection of much more difficult to discuss abstract issues. In the UK these may be contained in myth-like statements about the need for greater 'motivation', greater 'commitment' for management and work-force alike, and for greater coherence within the system. It is true that it is difficult to transfer solutions between systems, and the "we don't start from there" reaction is pertinent. Nevertheless, one has to ask: "Where do the West Germans actually start from?" One tends to tease out, from very difficult discussions, rather less a new structuring after the war than the clear commitment to the application and development of existing structures. While the heart of the German training system (apprenticeship and the development of master craftsmen) can be traced back to mediaeval root, it is, however, the will to make the structures work, the will to co-operate and relate the various parts of the system that seem critical. The implication, however crude, is that the *discontinuity* provided by the material and legal collapse of Germany after the Second World War created the motivation either to make existing structures work or to mould them in such a way that they were more likely to work, in terms of co-operation rather than conflict or the containing of conflict within structures

*All notes are in Appendix C to this report.

with perceived outcomes.[2]

6 There are a number of imponderables as to where the will to co-operate comes from, whether it is rather more a myth than reality. However, our visiting experts tend to agree that there is, *now*, a discontinuity or a potential discontinuity in the UK where restructuring is possible. But structure alone is not the answer. It is the intangibles of motivation and will, the desire to make things work that is at the heart of the differences between the FRG and the UK. What does seem probable is that both intangible and structural factors are necessary for successful training and economic outcomes.[3]

7 This reaction was sufficiently strong for the hairdressing group to attempt to illustrate how the various strands came together in the UK in 1982 and how, in the light of their experiences in the FRG, they might come together in 1992. (See diagrams on pages 30 and 31)

8 How these positions were reached and the formal recommendations of the group are contained in the remainder of the text.

II ENTRY INTO FURTHER EDUCATION, INDUSTRY AND SCHOOL

9 Hairdressing is one of the 125 trades defined and regulated as a Handwerk (Craft trade) by the Handwerksordnungen of 1954. As a result, no-one may trade, advertise or employ apprentices unless they are a recognised Meister (Master Craftsman).[4] The craft of hairdressing is thus considered to be skilled employment. The trades of health and body care and cleaning and beauty therapy are also regulated as Handwerk-analagous trades. The traditional mode of entry is via the Hauptschule (Secondary Modern School).[5] Over 95% of entrants are female and it is the second most popular choice of craft career for females leaving school at the minimum school leaving age. Traditionally, about 90% of the entrants to the craft come via the Hauptschule, although recent trends suggest that entrants from the more academically selective Realschule (Technical School) may be increasing as the number of jobs available for the less academically able diminishes. This would result in the Hauptschule pupil finding it more difficult to enter the craft. While the pupils at the Realschule or Gymnasium (Grammar School) will have little encouragement to consider a career in hairdressing, pupils at the Hauptschule will have career guidance in this area. During their final year this may take one or more of the following forms :

a. Within Arbeitslehre (Learning about the World of Work)[6], classes may include information on hairdressing as a career.

b. Teachers and their pupils are often invited to open days at the Training Centre of the Handwerkskammer (Chamber of Crafts)[7] to meet representatives of the haidressers' guilds, observe apprentices under training, talk to the teachers, and gain guidance on hairdressing as a career.

c. Pupils may take part in three or four week 'taster' work-experience projects where they work in a salon instead of attending the Hauptschule.

d. There are visits to the schools by representatives of the labour office to advise on career choice.

10 Vocational counselling is, in the FRG, the sole responsibility of the Bundesanstalt für Arbeit - BFA - (Federal Labour Office). It consists largely of information-giving and only a hint of guidance but no labour direction is allowed. Although objective tests of career aptitude are in theory

available they did not seem used much for those who enter hairdressing.[8]

11 If young persons are unable to obtain a training apprenticeship, they may apply for a place on the Berufsgrundbildungsjahr (Basic Vocational Training Year). These are one-year full-time college-based courses which are intended to lead, on successful completion, to a training contract where the trainee can enter directly into the second year of apprenticeship. Sometimes young people leave such courses prematurely and gain training places commencing at the beginning of the first year, but many who complete the BGJ course still do not gain training places and leave the craft.[9]

12 On leaving the Hauptschule it is up to the pupil to find a salon prepared to offer a training contract. Many of the successful pupils claim they have to attend up to 20 interviews before securing a contract. They usually hear of vacancies through the BFA (Labour Office) which keeps a register of vacancies, through newspaper advertisements, through personal contacts - friends, relatives - and some gain their training place through a work experience project.

13 In theory a salon should take only two apprentices for each qualified hairdresser employed. The Chambers who have legislative power to enforce this ratio, are in some circumstances prepared to register training contracts from recognised salons although they do not conform to the required ratio. Some, though, have as high a ratio as one to one.

14 To gain a place most pupils attend an interview with the salon owner who takes into consideration the pupil's educational achievement and personality; frequently the interviewees are taken into the salon for a day to see how they 'fit-in'. If they are successful they are accepted on three months' trial, after which the training contract (apprenticeship) for the three years is signed and registered with the local Handwerkskammer (Chamber of Crafts). Apprentices are issued with the Training Regulations approved by the Federal Government which include Ladies' Hairdressing, Mens' Hairdressing, Wig Making, Cosmetic Make-Up and Manicure. The young hairdresser will join the ranks of the lowest paid craft apprentices.[10]

III VOCATIONAL PREPARATION

BERUFSGRUNDBILDUNGSJAHR - BGJ - (BASIC VOCATIONAL TRAINING YEAR)

15 The concept of the BGJ is based on the idea that training for a particular trade or skilled profession should have a broad foundation of individual 'trade-overlapping' knowledge and skills. This is linked with the idea that the knowledge and skills acquired in basic training can be used and applied in many ways. Whereas training in the 'Dual System' is intended to operate towards one specific trade right from the start, the BGJ provides training in a broadly-spanned vocational field. The 230 most popular trades in the FRG have been clustered into 13 'fields' and a newly-defined first-year training syllabus abstracted from the trades clustered together. Hairdressing, however, is the singular exception, in that its 'vocational field' only contains one trade, hairdressing.[11] The metal trades field, in contrast, covers 77 trades. At present some 77,000 students (12% of all first-year trainees) are undergoing a Basic Vocational Training Year in the Federal Republic of Germany. The BGJ consists in two main forms: college-based and "Kooperative".

THE BGJ IN THE FORM OF FULL-TIME COLLEGE (BGJS)

16 The BGJS means that training, theory and practice, is dealt with in the state Berufsschule (Vocational College).[12] Unlike those receiving their training under the 'Dual System', these young persons have the status of 'pupils'. About 62,000 students take a BGJS. The college-based basic vocational training year aims for eventual continuation of vocational training (specialised trade courses) in the 'Dual System'. Young persons successfully completing the BGJS have their training period under the Dual System shortened by 12 months (or only 6 months in some trades) if the apprenticeship is compatible with the vocational field of the BGJ. Successful completion also means that a 'missed' Hauptschule certificate can be acquired. In other words, the BGJ must be counted as part of the normal period of vocational in-firm training.

THE BGJ IN KO-OPERATIVE FORM (BGJK)

17 The basic vocational training year in Kooperative form is based on the typical element of 'duality of place of learning' to be found in traditional vocational training. The Berufsschule as a 'place of learning' however, enjoys a comparatively larger number of hours. As a general rule, the training is divided up into two days a week at vocational school and three

days at the firm. It can also be organised on a block basis, alternating between vocational school and firm. The basic vocational training character is preserved in that this form of BGJ adheres in the main to the curriculum devised for the BGJS. At present approximately 2% of all first-year trainees in employment attend the Kooperative form of BGJ. Some educational planners hope that by the end of the 80s all the young workers will enter the Dual System, by attending a Kooperative BGJ, particularly as youth unemployment rises the need to provide all non-academic unemployed young people leaving school with a BGJ increases, and it is envisaged that in hairdressing and some other crafts the BGJS will be compulsory by 1984, or at least the normal recruitment route.

THE BGJS IN RHEINLAND-PFALZ

18 In Mainz, the capital of Rheinland-Pfalz, the full-time BGJ is generally favoured although in other cities in Rheinland-Pfalz there are Kooperative BGJS in operation. There are strong indications that some employers are not happy about the College-based BGJ in this area as it is not specific enough and has not enough 'practical experience' in the course. Hairdressers fear it could 'semi-train' youngsters to become 'kitchen-sink' hairdressers. Consequently there is *no* recognition for the BGJ by prospective employers as the equivalent of the first-year of apprenticeship.[13]

THE BGJS IN HESSEN

19 Hessen is one of the Länder that favours the BGJ. In Wiesbaden, the capital, there is a BGJS in hairdressing. Ten years ago, when the BGJS first started in Kassel, an apprenticeship contract was required as a condition of entry, together with a subsequent guarantee of a job. As apprenticeships have become increasingly difficult to find, youngsters on the BGJS are now accepted without a contract, on a 'first come, first served' basis. There are no aptitude or other pre-tests conducted. There are no fees, nor equipment costs incurred by the young persons: everything is provided by the school. Students do not receive any form of payment for attending.

20 In August 1982, two classes of 30 students were enrolled. Each class was divided into two groups of 15 for practical work, the ratio of practice/theory being 50:50. Students attended 33 x 45 minute periods weekly - approximately 24 hours.

21 Course content includes history of hairdressing, permanent waving, cutting, setting, styling, colouring, social skills, etc. For practical work, in the first four months students learn all their skills on practice heads. Each student has a log-book giving basic instructions in written and illustrated form which they can refer to for guidance during their practice session, after the practical demonstration by the Praxis-Lehrer (Practical Teacher). At the end of the practice the student then fills in his log-book, detailing what he believes are standards of achievement and what difficulties are experienced. After reading over this, the Praxis-Lehrer endorses the work with his signature.

22 For in-salon training experience, we asked about Saturday or other part-time work for these students, but we understand that there is no participation (of the type encouraged in the UK) by the student in ordinary commercial salons. It appears that the main problem is the arrangement of adequate accident/medical insurance.

23 Currently in the Kassel area, 50% of BGJS students obtain apprenticeships. A diploma of attendance is issued to those who have satisfactorily completed the course and are successful in the end examination.

24 Most students prefer the idea of learning 'hands-on' from the outset, by working on blocks and they favoured the BGJ, similar to the familiar response given by many full-time College students in the UK. The Guild[14] liked the idea - Kassel was one of the first West German cities to offer a BGJS in hairdressing, but has not yet operated the Kooperative form. There are problems in keeping teaching staff up-to-date.

25 Home-hairdressing can result from training young people who are not employed and are unqualified at the end of the course. This 'underground' hairdressing exists but is not so openly practised as in the UK; indeed it was not seen as a major problem by most interviewees.

THE BGJ IN GIESSEN

26 Giessen is also a part of Hessen where the Guilds, employers and the local Berufsschule are committed to co-operate with a BGJ. All students are sponsored by employers, and as a condition of entry have to have an apprenticeship contract. None receive wages. A one-year BGJ course student follows the same theoretical programme as a first-year salon apprentice. In practical assessments, if a poor grade is achieved by a student, the salon is notified and co-operation is requested to improve the student's performance in that area when they move to the second-year of their apprenticeship. Locally this is known as a 'Kooperative' form of the BGJ, although because it is Berufsschule-based, there are no wages and only a promise to complete the apprenticeship, it is probably not recognised in the national statistical returns as a BGJ in Kooperative form.

'THE VIEW FROM THE TOP'

27 The comments below were made by Herr Dressel of the Zentralverband des Deutschen Handwerks (German Federation of Crafts)[15]

> *"The Kooperative BGJ is the most desirable form of this type of training. All BGJs have a high theory content and therefore the contact with salons is vital."*
>
> *"The recession is exerting increasing strain on the BGJ, although by 1985 the population explosion of the '60s will begin to decline. But whether unemployment will also begin to fall remains to be seen."*

GENERAL FINDINGS

28 The introduction of the BGJS encourages employers to use the Basic Vocational Training Year in preference to established traditional patterns of training in the Dual System, partly because it is cheaper for them in the non-productive first-year of training.

29 In the early years the Guilds seemed to favour the college-based form of BGJ, but a certain amount of disillusionment has crept in. Colleges resent that their students' class progress does not count towards the award of an examination certificate, and employers' influence dominates the examination area.

30 While acceptance of a one-year BGJ as part of the apprenticeship period is desirable, and is clearly national policy in some areas employers will not in practice accept the course as a valid alternative to the first year of apprenticeship. Until 1981 no BGJ in Kooperative form was established in hairdressing anywhere in the republic, nor indeed in five other vocational fields. Because of local resistance, three Länder had not established a BGJS in hairdressing. It seems that the co-operation patterns seen in Giessen, and originally in Kassel, is one way to advance. The group were also informed that this pattern worked for the printing trades in Mainz.

31 The attitudes displayed nevertheless indicate universal belief in the Dual System and integrated education and training and therefore there is much more ready acceptance shown towards new components being introduced. Indeed, the BGJ is often presented by educational planners as an example of flexibility within a stable structure.

IV COURSE CONTENT FOR APPRENTICESHIP

FIRST YEAR OF TRAINING

32 The party visited salons and talked to Handwerksmeister (Master Craftsmen) and Gesellen (Journeymen)[16] about the training of apprentices. This follows a consistent pattern. Training programmes are drawn up by the Handwerkskammer (Chamber of Crafts). Each apprentice is given a log-book and instruction sheet within the Rahmenlehrpläne (Outline Curricula).

33 It is a requirement of the Youth Protection Act that in-salon training must take place during the working day. Therefore, any practical skills that cannot be taught within the salon will be dealt with at an Überbetriebliche Ausbildungsstätte (Group Off-the-Job Training Centre) usually set up by the Handwerkskammer. Demonstrations and explanations are given freely by the Meister or Geselle confident in their practical knowledge and training expertise. Fluid hand movements are analysed so that the apprentice can recognise and copy them. A manual is prepared by the Meister for instruction which apprentice and trainer use as a working aid. The manual is left open at the work place and is used for reference. Checking of the practical work is based on two important points :

a. because of the requirement for fluid hand movements by the Geselle the working hand must be continually checked for mistakes

b. self-evaluation is used so that the apprentice will understand self-criticism and therefore be able to cope with everyday working.

34 Within the Ausbildungsordnungen (Training Regulations) the apprentice will attend a craft training establishment for 'off-the-job' training. Theoretical knowledge is taught side by side with practical skills giving the apprentice a chance to learn new skills and to improve existing techniques. With the apprentice having to take regular tests, on- and off-the-job training helps in the preparation for examination.

35 Training advisers are employed by the Handwerkskammer. Their function is to :

a. see that training regulations are carried out

b. deal with complaints

c. give advice on training problems

d. provide a link between salon and training centre.

36 The apprentice will attend the Berufsschule for 8-12 hours per week, which usually involves attendance on two separate days.[17] The subjects studied will include Hairdressing Theory, Economics, Politics, German, Sport, Religion and Ethics. In some cases Day Release is attended on one day per week plus a 'Block' to make up the hours, but employers tend to dislike this method.

37 Depending on the city or area the students may attend a two-week training course at a training centre set up by the Handwerkskammer.

SECOND YEAR OF TRAINING

38 "In-salon" training is continued, as is day release at the Berufsschulen. The student must also attend the Überbetriebliche Ausbildungsstätte for *at least* two weeks, and fees are charged to the salon owner. The fees vary around 100 DM for the two-week course (£24) which accounts for about 25% of the cost, the difference being made up by the Chamber or Land. Make-up and Manicure feature strongly in this year mainly because the training centre's main obligation is to offer training not normally available in the salons.

39 At the end of the first and second years examinations are set for diagnostic purposes.

THIRD YEAR OF TRAINING

40 This follows the same pattern as the second year.

TRAINING METHODS

41 In the salon practical skills are learned by watching experienced Gesellen (Skilled Workers) with the occasional opportunity to practise on a model. The half-head technique of the instructor dressing one side of the head and the apprentice the other seems much in vogue. Video techniques may be available in larger salons.

42 In the Überbetriebliche Ausbildungsstätte work is more structured, concentrating on areas not usually taught in the salon. Tuition heads are widely used, and students may work on each others' heads. They have the opportunity of working on live models once each week.

43 Two days' absence from the off-the-job centre course is acceptable. Problems of attendance only occur with over 18s who are permitted to self-certificate illness, and on Mondays (the normal salon closing day).

44 Work in the Berufsschulen is highly structured and formalised. Theory is taught with no opportunity to work on live models. Tuition heads are widely used. In the schools visited teaching rooms were in short supply as was practical equipment.

Practical work usually takes the form of demonstrations only. Boardwork is taught in depth and with standard equipment. The Berufsschulen in Wiesbaden regarded itself as fairly advanced in allowing the students, under supervision, to work on each other's hair.

45 At the end of the third year, qualification examinations must be taken. Examinations may be retaken until passed (some Chambers only allow two retakes); the qualification is the Gesellenprüfung (Journeyman Examination). If a person fails to gain the qualification there is no legal objection to that person continuing to work in a salon, or any restriction on the work carried out. However, it must be noted that that person is still regarded as the responsibility of the Meister. These obligations are detailed in the next section.

46 The sanctions for non-attendance at school are a letter followed by a fine of 30 DM (£7 approx.) payable by student or a parent. Employers have been known to pay the fine to keep the youngster at work.

V BASIC CRAFT AND THE EXAMINATIONS

47 The skills and knowledge which form the subject matter of all vocational training are technically the responsibility of the Bundesministerium für Wirtschaft (Federal Ministry of Economic Affairs). In practice they are laid down in the training regulations which are compiled by a hairdressing sub-committee with representatives of the Zentralverband des Deutschen Handwerks, the Hairdressing Guilds and Trade Unions. These regulations are issued with the approval of the Bundesministerium für Bildung und Wissenschaft (Federal Ministry of Education and Science).

48 The regulations, as for all regulations, also lay down specific requirements in terms of length of training (three years in the case of hairdressing). They give a broad teaching plan or job-profile for these years and define the examination requirements which are administered by the Chambers. This system begins logically with the job-profile or training programme, in contrast to the situation in the UK where the lack of an organisation such as the Handwerkskammer forces the definition of training in terms of the examination requirements. C&GLI has responsibility only in the area of defining the latter.

49 The Gesellenprüfung (Journeyman Examination) in Hairdressing is taken at the end of the third year of apprenticeship. There are also two compulsory intermediate tests (Zwischenprüfungen) at the end of the first and second years, but success in each is not required for the student to proceed into the next year. They are used to provide an assessment of student progress.

50 The specific form and content of the examination is the responsibility of each Handwerkskammer. They may choose to operate wholly at a local level, to co-operate with other neighbouring Chambers in setting examinations, or to buy objective test papers from one of the central agencies such as the PAL established by the Stuttgart Chamber. Each Handwerkskammer nevertheless has to have a tripartheid examination committee of employers, trade unionists or employees and Berufsschulen teachers. It is in effect this committee that decides the examination patterns, undertakes the responsibility for marking and makes the final awards.

51 A noticeable contrast exists between Rheinland-Pfalz, where examinations are set and marked at local level, and Hessen where the examinations are established for the whole Land. Considerable thought has gone into the form of this latter examination and into making its administration as efficient

as possible. Multiple choice papers are compiled from a bank of questions and security is ensured. The expression of these questions is of a high standard, in spite of the apparent lack of a formal system of editing and pre-testing. The subjects included are :

Salon Work / Science Theory	(50% of marks available)
Related Numeracy	(25% of marks available)
Social Studies / Communications	(25% of marks available)

Theory and practice carry equal weighting.

The practical has seven sections, each of which must be passed for overall success. These are :

1. Men's fashionable haircut and blow-dry.
2. Ladies' fashionable haircut.
3. Ladies' fashionable permanent wave.
4. Ladies' fashionable hairstyle (same model as 3).
5. Skin cleanse, application of face mask and massage.
6. Application of day make-up.
7. Completion of knotted hairpiece.

50% is a pass in each written and practical area and the overall grading system is as follows :

Points	Grade	Rotation
100-92	1	Very good
91-81	2	Good
80-67	3	Satisfactory
66-50	4	Sufficient
49-30	5	Insufficient
29-0	6	Unsatisfactory

52 The syllabus does not separate men's and ladies' hairdressing by qualification (shaving is included in the syllabus but not in any examination) and includes make-up and manicure.

53 A manicure is not a requirement of the final examination, being covered in the first Zwischenprüfung and therefore not compulsory. Surprisingly, bleaching does not appear in any examination.

54 Although the written examination is taken on the same day in the whole of Hessen, differing training programmes allow the practicals to be spaced out, thus allowing fewer examiners to cover large numbers of candidates. A certain common standard is thus guaranteed, but there appears to be no mechanism for defining that standard nor for comparing standards and ensuring a common approach between the Länder.[18]

55 Some co-ordination is nevertheless needed since, for example, the Basic Law or Constitution guarantees the freedom of movement, the freedom to choose one's place of work and one's place of education. Therefore the Länder must co-operate to ensure that the structures, institutions, curricula and leaving certificates are broadly comparable. In addition, the national job-profiles and training regulations are seen as contributing to comparability.

56 The following undoubtedly contribute to high standards :

a. the involvement of the Innungen (Guilds) at local and and Federal level in establishing the training contents;

b. the social standing of Meister;

c. the involvement of Meister in practical training and examination;

d. the genuine desire for qualification;

e. the financial reward for qualification;

f. compulsory day-release;

g. the recognition given by the craft to the Hairdressing certificate;

h. the recognition given for any qualification when looking for a job, even in an unrelated field;

In the next section we look at the central role of the Meister.

VI CAREER DEVELOPMENT

57 The Gesellen examination entitles the holder to qualification status, a skilled worker within a protected craft. This gives social status and rights such as minimum wages, pension rights, and the right not to take up unskilled work if unemployed; this is denied to unskilled workers, or workers in non-protected crafts.

58 It is necessary to spend three years actively employed in the Hairdressing craft before the next stage is reached. The Geselle (Journeyman) may then commence studies for the Meisterprüfung (Master Craftsman Examination). The number proceeding to this level varies but appears to be between 5% and 25% of those eligible, but higher for the men than the women. It is important to note that only a Meister may open a salon, trade, or take on apprentices. Access to Meister status is only through the Geselle status plus experience and examination.

59 There are two routes :

a. Part-time courses are available in all large towns. A part-time course of 12,000 hours over three years (there is a move to increase this to 17,000 over four years). Grants are available for travel and books etc.

b. Full-time courses are available in some towns. A full-time course is usually of three and a half months. The Federal Government through the BFA pay 38% of wages, and for the travel and books etc. involved.

THE MEISTER EXAMINATION

60 Regulations are issued by the Bundesministerium für Wirtschaft which places a tight control on Meister training and examinations, and a broad common content is ensured by the core subjects. The examination is set up by the Handwerkskammer in the same way as the Gesellenprüfung and has four different sections.[19]

61 The four elements in Meister training reflect the legal status of the Meister (see paragraph 58 above) :

Commerce, Law, Accounts	)	common to all
Pedagogy	)	Handwerk trades
Craft Practice		
Craft Theory		

COMMERCE, LAW AND ACCOUNTS

62 There are separate papers for Commerce, Law and Accounts and a 'good' pass (Grade 2) is required in two of these with at least 'sufficient' (Grade 4) in the third, before an overall pass can be awarded.

PEDAGOGY

63 The pedagogical element begins with the structure and aims of vocational training and covers the planning of teaching programmes, teaching procedures, the management of young people and the legal basis of vocational training. There are three examination papers (total five hours) and an oral.

64 Care is taken to ensure that the Meister will be not only a Master of his craft but a competent Master of craftsmen. In addition to the written and oral examinations covering the pedagogical element, candidates are required to prepare a lesson in their craft subject, listing aims, approach and content, and submit it to the examiners for approval. The approved lesson is examined by between two and five members of the Examining Board.

65 This pedagogical component may be taken on its own after two years' experience and provides the Trainer Aptitude Certificate. This certificate is aimed at those in salons or other workshops where, although the Meister is required to take official responsibility for training, numbers of apprentices or pressure of work force frequent delegation of training to one who has only the basic craft qualification. In the next few years it is expected that all who supervise apprentices will hold at least this certificate.

CRAFT CONTENT

66 The hairdressing craft content of the Meister examination has several components as follows :

a. Construction of a hairpiece with a minimum of 100 sq cm and 20 cm in length OR a toupee to cover a bald patch. The piece has to be coloured to harmonise with the model's hair and fitted as part of the examination. Candidates must submit a specification and work-plan for the approval of the Handwerkskammer before commencing the work and fitting.

b. Candidates who made the hairpiece are required to carry out tests i, ii and iii below, and those who made the toupee tests i, ii and iv. A pass (minimum Grade 4) is required in each test. 8 hours are allowed.

i. Ladies' fashionable day style, including cut and permanent wave

ii. Treatment and decoration of skin and nails (this is defined by the examiners).

iii. Men's fashionable cut and blow-dry.

iv. Change in hair colour and style.

c. There are four theory sections

i. Design - historical hairstyles
- decorative make-up
- masks.

ii. a. biology, chemistry, physics
b. diseases of hair, skin and nails
c. treatment of b. where appropriate
d. damage caused by incorrect treatment
e. effects of cosmetic treatment and content of preparations
f. cleansing and care of tools and small equipment
g. safety requirements
h. legal requirements of hygiene

iii. Kinds of materials or goods used in a hairdressing/beauty salon and their characteristics, components, methods of storage and use.

iv. Calculation of costs in a salon.

67 A maximum of eight hours is permitted for theory examination. An oral of up to half an hour is compulsory where a grade below 2 is obtained in any section. Grades 1-4 must be obtained in sections i-iii, but a 5 or 6 in Costing will not result in an overall fail as long as there is an average grading of 4 or above.

68 The whole examination may be retaken twice, and must be completed within five years.

COMPARISON WITH UK

69 There is a common difficulty in defining the different requirements of basic and advanced hairdressing. In this subject, all the skills required of a hairdresser are required at *basic* level, but there seems to be a general and impossible to define requirement that they be 'better' at advanced or Meister level.

70 It has been noted that bleaching is not included in the Gesellenprüfung. Nor is it at Meister level, although the complete colour change required could involve bleaching. Certainly the Meisterprüfung places much more emphasis on colouring than does the Gesellenprüfung, one major difference from the UK requirements.

71 Other differences stem from the different concept of a hairdresser in the two countries, explained in the section on the basic examination, i.e. the German system requires an all round qualification covering ladies' and men's hairdressing, make-up, manicure and wigmaking.

72 In the UK, the Advanced is seen as a craft examination only, and the salon and apprentice management content (described for C&GLI purposes as 'Career Extension') is examined separately in the Certificate in Salon Management, which is applicable to those with a background in either hairdressing or beauty therapy.

73 There is also in the UK a Wigmaking Certificate which covers all aspects of this craft and may be taken independently of hairdressing or beauty therapy. Manicure and Cosmetic Make-up is intended as a supplementary qualification for hairdressers only.

74 In the FRG, having obtained Meister status, the hairdresser is now entitled to higher wages, to take responsibility for a salon as a manager, open his/her own salon and after two years' experience undertake responsibility for the training of apprentices. Wage rates do vary from Land to Land. For example, the average for a Meister in Rheinland Pfalz was quoted as 1400 DM per month (£333). However, in a top salon a Geselle can earn 3600 DM per month (£857). So a higher salary is not the automatic result of gaining Meister qualification.

75 Wider aspects of the German social structure seem to intervene strongly at this point. The Meister is now established with a social status of a Master Craftsman and can go on to open his own business. There seem to be few routes into higher management since the multiple-salon chain such as in the UK, with its group management and area management, is less common but not unknown. Entry into teaching is heavily restricted also. There is thus a finite end to career development with Meister status and possibly one's own salon.

THE SALON OWNER

76 The social role of the Meister is stable and considered most acceptable. It is positively encouraged in the Federal Republic. The Federal Authorities make grants and loans available to Meister in all the 125 Handwerk trades to enable them to establish their own businesses or for major re-equipment. The Chambers and Guild structures are supportive of Meister wishing to open their own salon, and loans for capital expenditure are available. When wanting to open a salon, a Meister, male or female, can also approach the Handwerkskammer for finance. If granted, this can be in the form of a subsidy or a long term loan at low interest.

VII TEACHING AND TRAINING QUALIFICATIONS

77 No one is permitted to teach hairdressing in any form without some form of practical teacher training. The normal minimum qualification is that of Meister although some supervision may be done by holders of the Trainer Aptitude Certificate (see also paragraph 65). In the Dual System, on-the-job training is carried out either 'In the salon' or in the Überbetriebliche Ausbildungsstätte (Group Off-the-Job Training Centre).

IN-SALON TRAINING

78 No salon may take apprentices unless it is registered to do so with the local Chamber of Crafts and all such apprentices must be registered with that chamber. To obtain such registration the salon owner must satisfy the chamber that :

a. the person responsible for training holds the Meister qualification

b. the establishment can offer a necessary minimum amount of skills, training and facilities

c. the Meister has no undesirable past record (e.g. criminal)

d. that a desirable ratio of qualified trainers to apprentices will exist.

ÜBERBETRIEBLICHE AUSBILDUNGSSTÄTTE

79 Trainers employed in the Training Centre must be at least 24 years of age and have held a Meister qualification for at least two years. Some Centres also require the Mittlere Reife qualification (Intermediate School Certificate).

BERUFSSCHULE (VOCATIONAL COLLEGE - PART-TIME)

80 Full-time Teachers : Two types of Full-Time Teachers may be employed :

a. Praxislehrer : A lower grade of teacher taking practical classes only. They are expected to teach from 26 to 40 periods per week depending on the Land. They must have attended a teacher training course after work as Meister and are paid on the lower grade of salary. These teachers have no future career structure.

b. Theorielehrer : Teachers employed in this type of establishment are Civil Servants and must therefore be German Nationals. They are academic teachers with a University education, and are usually expected to teach 23 periods per week. They are paid on a higher salary scale.

VIII COMMENTS AND OBSERVATIONS

COMMENTS AND OBSERVATIONS

81 A variety of salons was visited: one old family business of many years standing, one in a modern shopping precinct, and two very up-market salons. All have a good client relationship. The standard of work was reflected in the respect for the Meister by employees. It was very noticeable that current fashionable methods of hairdressing techniques were in use. Stock control and strong retailing of cosmetics are an essential part of the every-day salon service.

82 In addition to the salon visits, employers and Meister were met in other circumstances as well as Guild representatives. The Craft Guilds are still autonomous and appoint their own Meister to the Chamber of Crafts, to represent the Guild.

MOBILITY WITHIN EEC

83 In the context of active proud Guilds the visiting party asked many people about the new EEC directives on a 'Licence to Establish' to permit and encourage mobility. There was a high level of unanimity of response. There is concern in the Federal Republic that their high standards are not undermined. They are very proud of their system, and would desire to see their Meister system preserved. They argue that it is necessary to look at the lower level of attainment - not at Meister level yet. The importance is to find activities agreeable to all members.

COMMENTS MADE ON THE BSD

84 The following are summarised responses to the BSD

a. At the Ministry of Science and Education :

"The scheme has run into some difficulties, i.e. it has been claimed to be unconstitutional but we hope to make it a compulsory part of the Education System by 1984."

b. A Salon Owner :

"I do not think the schemes are satisfactory - the practical work done there is out of date and there is too much emphasis on theory work."

c. A Salon Owner :

"We supported the scheme when it commenced five years ago. Because of the high theory content we were led to believe that only one day release would be required in the second and third year - but we still have to send these apprentices for two days a week when they have finished the course."

d. A Salon Owner :

"It is the Chamber who do not support the courses. I believe Salon owners do support the courses but they are only a small voice in the Chambers who oppose them on political grounds."

HOW THE GERMAN SYSTEM WORKS IN COMPARISON WITH THE UK

85 Two vital points of differences must be grasped in any comparison of the two systems :

a. There is a compulsory system of continual academic education at least on a part-time basis until the age of 18.

b. Any person with a responsibility for training young people must have a qualification which includes an element of teacher training.

86 It would be ill-advised to imagine that any apparently successful FRG system may be successfully transplanted into the UK without first establishing the following criteria. ALL entrants to the craft of hairdressing in the UK should undergo a course of theoretical training for at least two years on a day-release basis at a College of Further Education or Centre, before gaining qualified hairdresser status. A further recommendation must be that ALL persons responsible for the training of hairdressers in salons, state schools or private schools be obliged either to undertake a course of teacher training or to send their trainees to a centre where such trained persons can offer systematic training, also that Colleges of Further Education should provide courses leading to such recognised teacher training qualification.

87 Much of the FRG training for Hairdressing is to be complemented the vocational training programme being impos ed by the craft in conjunction with the Dual System where compulsory day-release is statutory. The Further Education content and the practical skills schemes of work are not unlike our own in the UK and much of the system is to be seen in the Amendment to the Hairdressers Registration Act 1964 which calls for the same mandatory regulations relating to registration of Meister and apprentices and the appropriate qualification necessary to conduct a salon. It also urged that all those teaching hai dressing in our Colleges of Further Education should pos: ss the mastercraftsman diploma.

POSSIBILITY OF ESTABLISHING A HAIRDRESSING TRAINING ASSOCIATION

88 It was felt useful to the visiting party to consider anew the establishment of a Hairdressing Training Association in order to :

a. provide expert interface on training and training-related matters between the industry on the one hand, and Government (MSC), the Education System and the EEC, on the other

b. gain the confidence of hairdressing organisations, such as the Hairdressing Council and all the employers and employer organisations

c. raise standards by having series of training tests properly set and assessed and open to all (Basic Skill Test with the help of City and Guilds), leading to a higher level skills test, linked to the qualifications for the right to establish.

SUMMARY OF KEY POINTS OF DIFFERENCE BETWEEN THE FRG SYSTEM AND THAT OF THE UK

89 Before presenting our recommendations we would like to re-state the key points of difference from which our recommendations derive :

a. Unlike the UK, in the FRG only persons with some training qualification are allowed to enter into training contracts with apprentices.

b. Unlike the UK, in the FRG only master hairdressers may open a salon and enter into training contracts.

c. Unlike the UK, in the FRG further education day-release attendance is mandatory.

d. Unlike the UK, in the FRG, entry into the craft is controlled and all entries follow the same training route (as all EEC controlled crafts).

e. Unlike the UK, where anyone can instigate a training course, in the FRG, all courses (except BGSS) are operated in conjunction with the Guild.

f. Unlike the UK which has many (often conflicting) trade bodies, in the FRG there is only ONE controlling craft body - the Guild.

g. In the FRG the craft contribute to the finance of craft training. In the UK this has yet to happen.

h. In the FRG, the unemployment situation is eased by introduction of a full-time foundation year (BGJ). In the UK, despite Manpower Services Commission efforts, there is nothing comparable at the moment. YTS, though, is a start.

i. The FRG has training advisors appointed to the Chambers. In the UK there is no comparable post.

j. The Chambers have statutory powers for controlling the craft through the Guilds. The UK equivalent have no such powers.

AREAS WHERE THE UK SYSTEM HAS ADVANTAGES OVER THE FEDERAL REPUBLIC OF GERMANY

90 On the other hand, there are points where the UK system has advantages over that of FRG.

a. We have successful full-time courses (unknown in the FRG).

b. The machinery of a statutory registration body is already in existence.

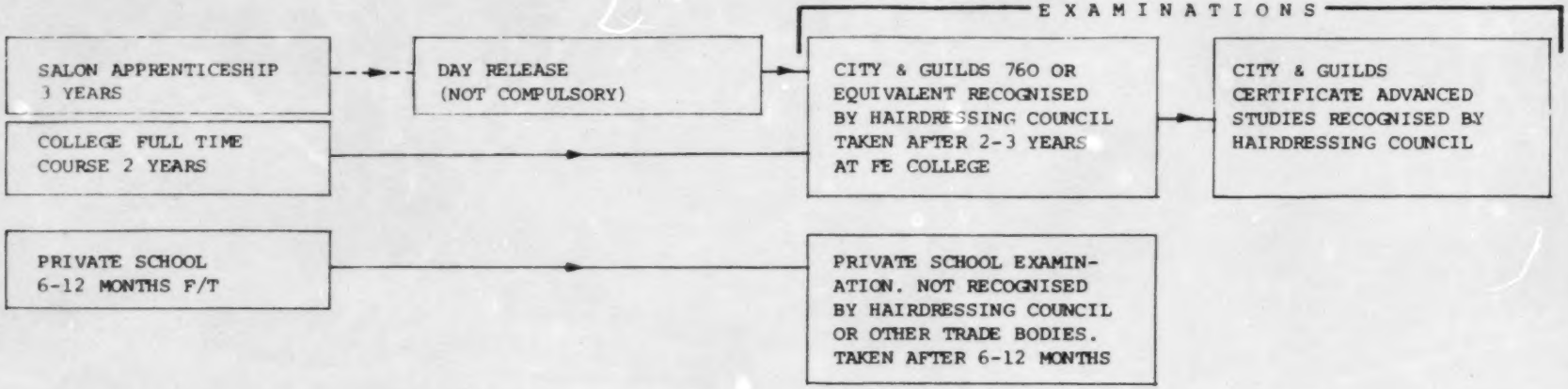
c. Moderation of practical standards within City and Guilds is well organised at national level and not fragmented as in the FRG.

d. The Ferryside Agreement[21] ensures a common standard in the different regional examinations taking City and Guilds as a basis. In the FRG there is no attempt to moderate the standards of the various examinations held by the different Handwerkskammern.

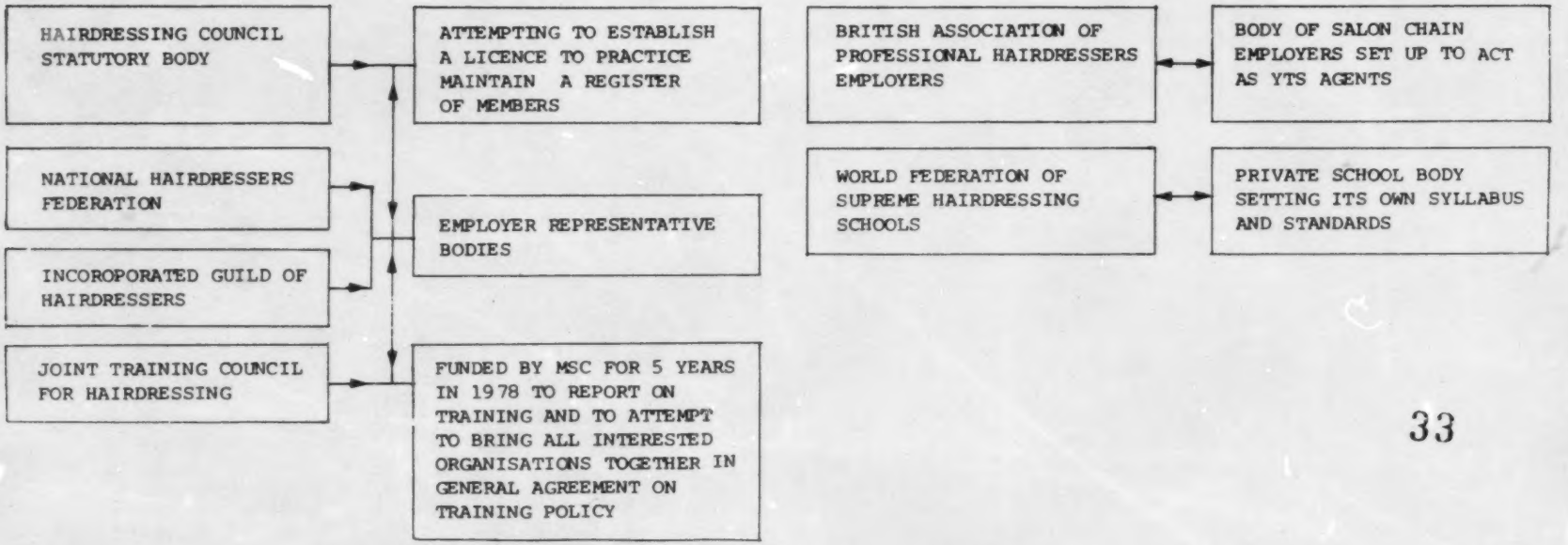
e. The large salon groups in the UK are responsible for offering management positions and a career development and structure not so readily available in the Federal Republic of Germany.

f. The education system of the UK permits the able craft entrant to develop his/her career alongside other academic disciplines and reach responsible positions in Colleges of Further Education which would be denied to similar craft entrants in the FRG.

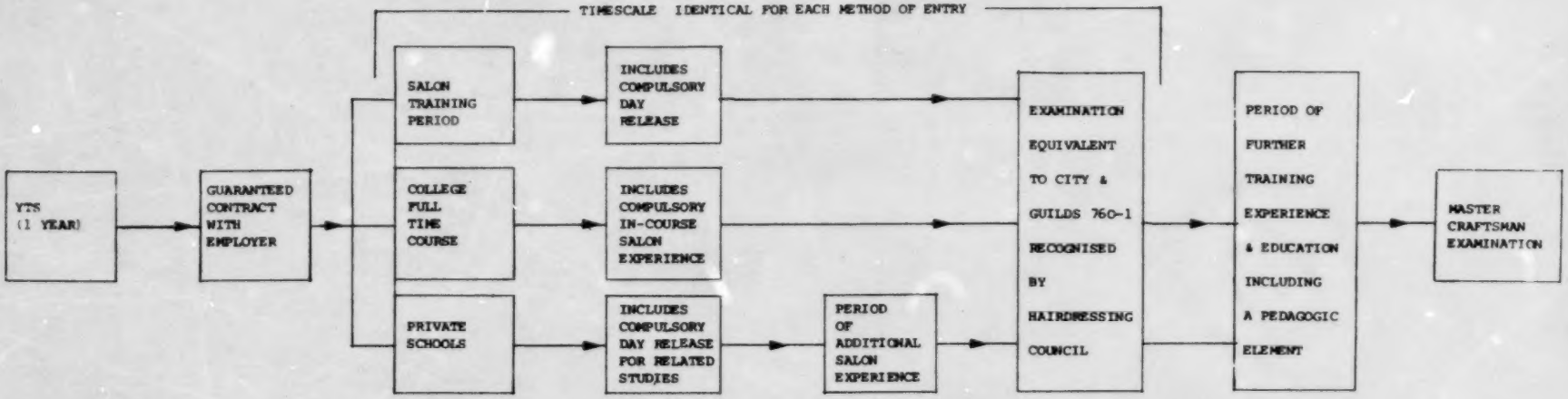
Routes of entry into Hairdressing and Examinations available 1982


EXAMINATIONS
SALON APPRENTICESHIP 3 YEARS
DAY RELEASE (NOT COMPULSORY)
COLLEGE FULL TIME COURSE 2 YEARS
CITY & GUILDS 760 OR EQUIVALENT RECOGNISED BY HAIRDRESSING COUNCIL TAKEN AFTER 2-3 YEARS AT FE COLLEGE
CITY & GUILDS CERTIFICATE ADVANCED STUDIES RECOGNISED BY HAIRDRESSING COUNCIL
PRIVATE SCHOOL 6-12 MONTHS F/T
PRIVATE SCHOOL EXAMINATION. NOT RECOGNISED BY HAIRDRESSING COUNCIL OR OTHER TRADE BODIES. TAKEN AFTER 6-12 MONTHS

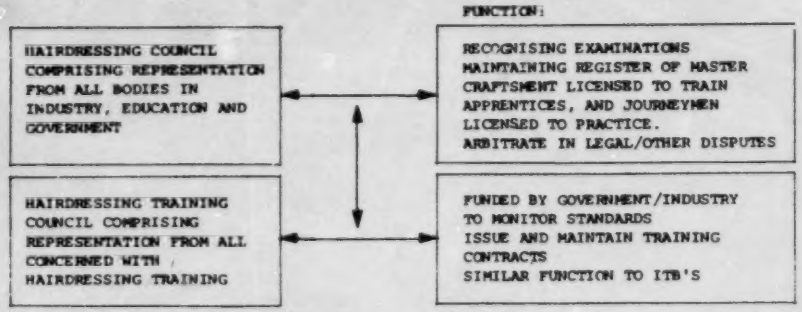
Organisations 1982


HAIRDRESSING COUNCIL STATUTORY BODY
ATTEMPTING TO ESTABLISH A LICENCE TO PRACTICE MAINTAIN A REGISTER OF MEMBERS
BRITISH ASSOCIATION OF PROFESSIONAL HAIRDRESSERS EMPLOYERS
BODY OF SALON CHAIN EMPLOYERS SET UP TO ACT AS YTS AGENTS
NATIONAL HAIRDRESSERS FEDERATION
EMPLOYER REPRESENTATIVE BODIES
WORLD FEDERATION OF SUPREME HAIRDRESSING SCHOOLS
PRIVATE SCHOOL BODY SETTING ITS OWN SYLLABUS AND STANDARDS
INCOROPORATED GUILD OF HAIRDRESSERS
JOINT TRAINING COUNCIL FOR HAIRDRESSING
FUNDED BY MSC FOR 5 YEARS IN 1978 TO REPORT ON TRAINING AND TO ATTEMPT TO BRING ALL INTERESTED ORGANISATIONS TOGETHER IN GENERAL AGREEMENT ON TRAINING POLICY

Possible routes of entry into Hairdressing and Examinations 1992


TIMESCALE IDENTICAL FOR EACH METHOD OF ENTRY
YTS (1 YEAR)
GUARANTEED CONTRACT WITH EMPLOYER
SALON TRAINING PERIOD
COLLEGE FULL TIME COURSE
PRIVATE SCHOOLS
INCLUDES COMPULSORY DAY RELEASE
INCLUDES COMPULSORY IN-COURSE SALON EXPERIENCE
INCLUDES COMPULSORY DAY RELEASE FOR RELATED STUDIES
PERIOD OF ADDITIONAL SALON EXPERIENCE
EXAMINATION EQUIVALENT TO CITY & GUILDS 760-1 RECOGNISED BY HAIRDRESSING COUNCIL
PERIOD OF FURTHER TRAINING EXPERIENCE & EDUCATION INCLUDING A PEDAGOGIC ELEMENT
MASTER CRAFTSMAN EXAMINATION

Organisations responsible for administration


FUNCTION:
HAIRDRESSING COUNCIL COMPRISING REPRESENTATION FROM ALL BODIES IN INDUSTRY, EDUCATION AND GOVERNMENT
RECOGNISING EXAMINATIONS
MAINTAINING REGISTER OF MASTER CRAFTSMEN LICENSED TO TRAIN APPRENTICES, AND JOURNEYMEN LICENSED TO PRACTICE.
ARBITRATE IN LEGAL/OTHER DISPUTES
HAIRDRESSING TRAINING COUNCIL COMPRISING REPRESENTATION FROM ALL CONCERNED WITH HAIRDRESSING TRAINING
FUNDED BY GOVERNMENT/INDUSTRY
TO MONITOR STANDARDS
ISSUE AND MAINTAIN TRAINING CONTRACTS
SIMILAR FUNCTION TO ITB'S

IX RECOMMENDATIONS

91 In the previous section of this report various structural and cultural differences have been considered. Some of these differences may be described as deriving from different attitudes, other differences derive from structural features within FRG that are quite simply hard to recreate in the UK. The visiting party would like to urge a change of attitude so that systematic and thorough vocational education and training becomes, in the UK, more highly valued than it is now. It is clearly more difficult to try to transfer to the UK the tradition of strong and active Chambers of Industry and Commerce, of participative Trade Unions, and the traditional high training and high status of the craftsmen and master craftsmen.

Nevertheless, in the light of their experiences in the Federal Republic of Germany, the visiting party suggests that active consideration should be given by the appropriate authorities in the United Kingdom to the following administrative or legislative developments, drawing on experience from the Federal Republic where this is relevant.

ENTRY

92 a. Those entering the Normal Salon Apprenticeship

i. must be registered with a recognised training body
ii. must have compulsory day release
iii. must have their training financed jointly by industry and the Local Education Authority

b. Those entering the Full-Time Course

should be released to a salon on either day release or a block release basis for both years of training.

c. Pre-Employment (3rd method of entry in craft)

As unemployment increases there will be a need to provide a properly skilled work-force equipped with basic skills.

In FRG the most successful BGJ courses were those where the industry played a part in the training. We recommend that :

i. The young person should spend a proportion of the training period in the salon, as well as in the college.

ii. The young person should have a contractual agreement from an employer that they will take the student on at the completion of the college course.

TEACHER TRAINING

93 The ultimate goal should be for ALL those responsible for training hairdressers to have a minimum teacher training qualification regardless of whether they teach in further education, salons, private schools, or any other organisation. To facilitate this goal a training and education scheme should be put into immediate effect with a route leading to some pedagogic training for all craft entries. We would therefore recommend that :

a. all entries to the craft should have a compulsory minimum attendance at a college of further education leading to a City and Guilds basic examination. recognised by the Hairdressing Council, taken after a minimum of two years training in the craft

b. all entries to the craft should have a training contract enabling them to achieve a. above

c. there be a higher 'level' of training which should include a pedagogic element and lead to either an advanced or master certificate

d. after 1988 only those who hold the advanced craft or master certificate whould be permitted to enter into an active training contract with a craft entrant - their training programme to be approved by the Joint* Training Council for the Hairdressing Industry or equivalent body.

e. at this stage a 'two-tier' system should be introduced where a young person may be employed in a 'non-master' salon providing the contract is endorsed by an establishment (college, school or other) for some practical training

f. all entrants should continue to attend Further Education Colleges for theoretical and general education regardless of where they undergo practical training

g. the teacher in Further Education should have access to a recognised certificate in education course and only those with this qualification be permitted to teach the theory and educational components of both the "basic" and "master" examinations.

MEISTER-QUALIFICATION

93 It is most important that a Meister level equivalent be accepted as a statutory requirement for opening a business and for training apprentices.

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*now defunct

Requirements should be :

a. a minimum age of 21

b. a minimum of five years in hairdressing (apprentice and employee)

c. possession of C&GLI 760/2 or equivalent

d. possession of C&GLI 760/5

e. Hairdressing Council practical examination.

APPENDIX A: THE DUAL SYSTEM

A1 The Federal Republic of Germany comprises the 11 Länder (States) and under the basic constitutional law of 1949 they are responsible for all educational matters. At that stage of the establishment of the Federal Republic there was a distrust of strong central government and a determination to establish the Länder as autonomous in these matters. Some co-ordination is nevertheless needed since for example the Basic Law guarantees the freedom of movement, the freedom to choose one's place of work, and one's place of education. Therefore the Länder must co-operate to ensure that the structures, institutions, curricula and leaving certificates are broadly comparable.

A2 The chief organ for co-ordination has been the Ständige Konferenz der Kultusminister der Länder in der Bundesrepublik Deutschland (Standing Conference of the Education Ministers of the Länder of the Federal Republic of Germany) usually known as the Kultusministerkonferenz or the KMK. This was established shortly before the Federal Republic and has made several hundred agreements, being particularly active in the period 1954 to 1964 when much standardisation was achieved. Success here is in part due to the fact that within each Land a tight central control exists.

A3 This has in effect standardised the first (or compulsory) stage of secondary education into three main types of school in which the first two years are an orientation stage with syllabuses common to all types of school so children can be easily transferred if their original placement proves unsuitable.

a. Hauptschule (Secondary Modern or Main School) attended by half the age group, and offering classes up to Grade 9 (15 years). The leaving certificate indicating a satisfactory completion of the school work is called the Hauptschulabschluss, giving entry to a variety of trade training and some full-time courses in the second stage secondary education.

b. Realschule (Technical Grammar) attended by a quarter of the age group, and offering classes up to Grade 10 (16 years). Students can then take the Mittlere Reife (Intermediate Certificate) which is an entry qualification to full-time FE (Fachoberschule). Alternatively, students may leave full-time schooling and take up employment, usually with on-the-job training and with compulsory day-release.

c. Gymnasium (Grammar School) attended by a quarter of the age group, and offering full-time academic courses up to Grade 13 (19 years), preparing students for entry to higher education. Pupils at the end of the course take the Abitur examination which gives access to University and Higher Education. Pupils who leave at the end of the tenth grade with satisfactory performance are regarded as having a Realschulabschluss, or Mittlere Reife.

A4 Through the KMK an agreement has been reached that all Länder shall experiment with the Gesamtschule (Comprehensive School). Full integration is difficult because the leaving certificate for the traditional three types still dominates employers' minds. Some Länder are more enthusiastic about this provision than others. The exact proportion of entry to each type of school varies from Land to Land.

A5 At the end of compulsory schooling about 60% of the young people leave and take up a vocational training contract. The traditional (and basic) system of vocational education and training in the Federal Republic of Germany is known as The Dual System. Under this system a young person on a training contract or apprenticeship receives appropriate vocational training in the firm with which the contract is made and also, by Law, has to attend a vocational school for one day a week where an appropriate vocational education is provided. This system is in essence well-established and is generally highly regarded. Maintaining co-ordination in the system is not easy.

A6 Currently the detailed arrangements and legal authority of the Vocational Training half of the Dual System derive from two main Federal Acts:

a. Berufsbildungsgesetz - 1969 (Vocational Education Act)

b. Berufsbildungsförderungsgesetz - 1981 (Vocational Education Development Act)

The object of initial training is defined in the 1969 Act as follows:

> *"to provide through a systematic training programme a broadly conceived basic preparation for an occupation and the necessary technical abilities and knowledge to engage in a skilled form of occupational activity. Initial training shall also enable a trainee to acquire the necessary occupational experience."*

A7 Under the Berufsbildungsgesetz (see A6a) the basic position is as follows:

a. All training contracts must be registered as being for one of the 460 or so occupations defined and established by the Bund.

b. The training contract must be registered with the Chamber with which the employer is registered (all businesses must be so registered) and supervised by that Chamber which will conduct the terminal examination and test for the award of skilled status.

c. The training and testing will be within and to curriculum and standards established in the Ausbildungsordnungen (Training Regulations) issued by the Bund.

d. All workers on training contracts are guaranteed day-release (or block release) for the length of the contract (under Länder law, derived from KMK agreements, all workers under 18 - with or without training contracts - are required to attend Berufsschule on day-release).

e. All training must be supervised by appropriately qualified personnel. These may be appropriate higher education graduates but are usually qualified Meister (Master Craftsmen). The training may also be supervised by holders of the Pedagogical Aptitude Certificate.

f. The length of training is laid down in the regulations but can be varied by agreement if, for example, the apprentice has undertaken appropriate full-time studies at a specialist school.

A8 By long tradition the Ausbildungsordnungen are issued by the Bundesministerium für Wirtschaft - BMW - (Federal Ministry for Economic Affairs) but in practice since the establishment of a Bundesministerium für Bildung und Wissenschaft - BMBW - (Federal Ministry of Education and Science) in 1969, the detailing of these is supervised mainly by the BMBW. In practice the bulk of the work is carried out by the Bundesinstitut für Berufsbildung - BIBB - (Federal Institute for Vocational Training), a large research and development institute largely responsible to and established by BMBW but having a measure of independence. BIBB also conduct basic research, statistical monitoring and develop teaching and training materials and equipment.

A9 The Länder co-operate to provide appropriate vocational education and through the KMK issue Rahmenlehrpläne appropriate syllabuses in outline form thus providing a comparability of education between Länder. Most Länder have a process of further detailing this syllabus and providing advice and teaching materials to the Berufsschule. In more recent years KMK and the Bund have agreed a process for the co-ordination of a simultaneous revision of the Ausbildungsordnungen and Rahmenlehrpläne (this is described in Item 1 of the bibliography contained in Appendix G). This further improves the process of co-ordination.

A10 Whilt is is always difficult to establish precise comparability between standards in different trades or subjects, it is still clear that many Ausbildungsordnungen (and Rahmenlehrpläne) are

not of comparable levels of difficulty or achievement when compared to *'skilled trades'* in the United Kingdom - UK. Most require a three year period of apprenticeship, some two and a half, some four. Some regulations in the older minority trades were last revised forty years ago but the *'big forty'* that encompass 80% of all apprentices are recent. In total the system provides a powerful and systematic training.

A11 Industry and the KMK have agreed to experiment with a new Berufsgrundbildungsjahr (Vocational Education Foundation Year). This is to provide a first year apprenticeship (or equivalent) in which the education received is broad-based and related to one of thirteen Berufsfelder (Vocational Fields) rather than one of the 460 defined trades. The student objectives are that they will be able to:

a. identify, understand and evaluate the general relationships between work, the economy and society and his own position in working life and society;

b. make a more informed decision on career choice;

c. be occupationally mobile;

d. be equipped to meet the specific demands of vocational training.

The experiment exists in co-operative form with industry releasing students to general education, and in full-time form in Berufsschule.

A12 The aggregate provision for young people then can be expressed as follows:

14% in full-time general education aiming for higher education

14% in full-time vocational courses aiming for job entry at technician level, or late apprenticeship

65% encompassed in the Dual System

3% employed as (unskilled) young workers

4% unemployed with access to a variety of extensive one-year provisions

A13 The above implies a high level of general society commitment to and respect for training. The monetary and social status of the skilled worker in FRG is high, and this is often seen within FRG as well as the UK as a key to the success of the West German economy. It should be added that the further status of Meister (Master Craftsman) may also be regarded as crucial to the status of skilled worker. This higher status is achieved by further study after experience as a craftsman, and grants are available from the Bundesanstalt für Arbeit - BFA - (Federal Labour Office) to support these studies. In law one must be a Meister to register and practise certain trades, to be an employer, to take on or supervise apprentices. Many large firms also make this a normal qualification for supervision in work places. Furthermore skilled status gives access to further training for the qualifications of Techniker (Technician).

POLITICAL ASPECTS

A14 The Industrie- und Handelskammern are organised into regional, Länder and Federal level organisations for the purpose of influencing matters of interest to them. This also applies to the Handwerkskammern. This provides a regional basis of influence. Organisations in Industrie may voluntarily join both *'industrial'* organisations for *'sector interests'* and employers' organisations for collective bargaining. Local, regional and Federal level organisations exist. Meister in the Handwerk trades may join trade specific Innungen (Guilds); again, local, regional and Federal level organisations exist.

A15 At the Federal level, the Kuratorium der Deutschen Wirtschaft für Berufsbildung (Kuratorium of German Industry for Training) has been established to co-ordinate opinion on training from the large number of Federal organisations that have come to exist.

A16 In total the range of cultural, social, economic and political support for recognised skill and training in FRG is massive. It would be difficult to transfer to the UK.

APPENDIX B : BEAUTY THERAPY IN THE FEDERAL REPUBLIC OF GERMANY

FACTS

B1 Beauty Therapy (Kosmetik) is not included in the 125 craft trades classed as Handwerk in the 1953 Handwerk Ordinance. It does, however, appear in a supplementary list drawn up in 1965 which named 40 Handwerk-analogous crafts (Appendix B to the ordinance). It is named as Schönheitspfleger (Beauty Care Expert). This supplementary list covers subject areas for which there is no recognised apprenticeship and no Meister qualification, and for which only a background training, or training in a limited sphere of knowledge or skills is required. It is expected that normally a Meister in a related trade will be carrying out such businesses, but it remains for each Land to make its own regulations.

B2 The subject (Kosmetik) is not covered in the Berufsschulen, only in private schools. To receive approval as a school, the training syllabus must be submitted to the Kultusministerium of the Land, after which an inspection visit is carried out.[22]

B3 If the school is approved, this approval grants the right for students under 18 years og age to be trained there without attending compulsory day release at a Berufsschule. However, only seven private schools have this approval or recognition.

B4 If the school is not approved, any student attending under the age of 18 years will be required by law to attend a Berufsschule one day per week for compulsory day release. There is no entry qualification required, other than suitability on interview. Most of the students come from Hauptschulen with very limited qualifications.

IMPRESSIONS GAINED FROM THE VISIT TO THE SCHOOL

B5 The party visited a recognised Kosmetik school in Wiesbaden, Hessen and were highly impressed by the organisation and by the professionalism of the owner and teachers. As part of the recognition, it would appear that it is mandatory to have a qualified doctor on the staff of the school in a part-time teaching capacity, who is also responsible for helping to set the examination paper, and prepare the lecture notes and changes in syllabus. The owner of the school received her certificate from a recognised Beauty Therapy school approximately 40 years previously.

B6 The course was of one year's duration and full-time. The fees were in the region of £800 and no grants were available. The syllabus included Acupuncture (this is not the case in the UK), but did not include Laser treatments or Electrolysis in the full-time course.

B7 After completion, students could return on a part-time basis to take modules in, for example, theatrical make-up, camouflage make-up, depilation and other specialised treatments. This required release from the salons where they were employed. This appeared to be willingly given.

COMPARATIVE POINTS BETWEEN THE UK AND THE FRG METHODS OF ENTRY INTO BEAUTY THERAPY

B8 The two main methods of entry to Beauty Therapy in the UK are :

a. Private Schools with no nationally recognised qualification at the end of the course - fee paying

Entry from 16 years of age

No means of comparing standards

Set own examination

No entry qualifications

Courses can be from 6 weeks to 2 years

Some excellent, others most unsuitable

b.i. 2 Year Full-Time Course in a College of Further Education leading to C&GLI 761 Certificate, which has national recognition.

Age on entry : 18 years

Minimum entry requirements : 4 GCE 'O' level, A B or C including Human Biology

C&GLI have machinery for moderating and for comparing studies to ensure national standards and have consultative committee to cover all areas.

College must have approval to offer this course

ii. Three Colleges of FE also offer Higher Diploma in Beauty Therapy which is a management course, full-time and of 2 years duration.

Entry requirements : a minimum of one 'A' level, preferably in a science subject, and four GCE passes; A, B or C grade, one of which must be Human Biology

This course is moderated in committees between the colleges to ensure comparative standards

B9 Teachers in FE are usually qualified, i.e. in possession of G&CLI Certificate and are either in possession of an FE Teacher's Certificate or a Certificate of Education.

B10 The main problems with Beauty Therapy training in the FRG seem to be as follows :

a. As there is no Meister in Kosmetik there is no immediately recognisable training.

b. The jobs included in Appendix B to the Ordinance, under which Beauty Care Expert is classed, are seen as requiring only a background training or training in a limited sphere of knowledge or skills. This is clearly inappropriate for Kosmetik which can demand a high level of academic ability for entry and attempts to produce a qualified person capable of taking considerable responsibility for diagnosis and treatment.

i. The status of the qualification rests on the reputation of the owner and is not to an externally set standard.

ii. There is no comparison with qualifications elsewhere.

iii. The examination content is decided initially by the school's staff and two alternative examination papers are prepared for each subject area, then submitted to the Handwerkskammer, where the final choice is made. However, there seems to be no moderating process at the Handwerkskammer, for example :

the selection of some questions from one paper and some from the other, or

any recommendations to amend wording.

CONCLUSIONS

B11 In the Federal Republic of Germany the interest in the field of Kosmetik or Schönheitspfleger appears less than in the United Kingdom. This is partly because Kosmetik training is privately organised and expensive, but also because the less well qualified Schönheitspfleger has little to offer when compared with the Hairdresser, whose skills in the Federal Republic include Make-up and Manicure.

B12 In the UK there is expansion in Beauty Therapy, particularly in the area of health through fitness, preventive therapy, and diet and exercise for body maintenance. In consequence there are good employment prospects. Beauty Therapists are usually considered to be on a 'higher professional social plane' than hairdressers as their training is not included in apprenticeship schemes, and because the entry qualifications to a college course are much higher, and the age of entry (18 years) is higher than the age of entry (16 years) for full-time Hairdressing courses.

B13 It would seem that the UK have a superior method of training via the two-year full-time college-based courses, with methods to ensure comparative levels of competence and co-ordination

of standards. Students can also obtain grants to attend these courses.[23]

B14 The UK, however, have similar problems with regard to *private schools*. The FRG, however, do offer an opportunity for a private school to come under some form of recognition if they are found to be suitable. They are also required to have a doctor on the staff. The UK does not have such a system.

Sheila Cowap

Pauline Wheatley

APPENDIX C : NOTES AND REFERENCES

1 These processes are described in Russell, R. *Vocational education and training in the FRG.* (Comparative Paper; 10), Blagdon, The Further Education Staff College, 1983, ISSN: 0143 327X, ISBN: 0-907659-04-7.

2 The historical development of the vocational training system in the FRG between 1945 and 1955 is well traced in Taylor, M.E. *Education and work in the FRG*, London, Anglo-German Foundation, 1981, ISBN: 0-985492-36-6.

3 The argument about continuity and discontinuity and change opportunities are elaborated in:
Parkes, D.L. and Shaw, G. *What can we learn from West Germany?* (Information Bank Paper; 1828), Blagdon, The Further Education Staff College, 1983.

Parkes, D.L. and Shaw, G. Britons take a Meister class. *Times Higher Educational Supplement*, No. 561, 5/8/83, p. 12.

4 For details of this see:
Russell, R. ed, *The organisation of craft activities in the FRG*, (Information Bank Paper; 1725), Blagdon, The Further Education Staff College, 1983.

5 See also Appendix A to this report.

6 See also Russell, R. ed, *Learning about the world of work in the FRG*, Studies in Vocational Education and Training in the FRG No. 7, Blagdon, The Further Education Staff College, 1982, ISSN: 0261-6858, ISBN: 0-907695-13-6.

7 See also paragraph 43.

8 See also Russell, R. and Clark, D., *Vocational counselling and guidance in the FRG*, Studies in Vocational Education and Training in the FRG No.2, Blagdon, The Further Education Staff College, revised September 1983. ISBN: 0-907695-19-5, ISSN: 0261-6858.

9 See also Russell, R. and Neale, M. *Experience with the first year apprenticeship in the FRG*, Studies in Vocational Education and Training in the FRG No. 3, Blagdon, The Further Education Staff College, revised August 1983. ISSN: 0261-6858, ISBN: 0-907695-07-1.

10 Average apprentice wage during all stages of training in 1982:

Mining Mechanic	988 DM per month
Bricklayer	905 DM " "
Bank Clerk	788 DM " "
Sales Girl	551 DM " "
Carpenter	481 DM " "
Hairdresser	304 DM " "

Source: Labour and Social Affairs report, 4/83,
Embassy of Federal Republic of Germany, London.

11 The vocational field is known as 'Körperpflege' (literally body care, including hairdressing, hygiene and cosmetics) and contains the single trade Friseur (hairdresser).

12 In the FRG the general term 'Schule' (school) is also applied to institutions which in the UK would normally be called colleges of further education or technical colleges.

13 It is federal law that, if a student satisfactorily completes a BGJS and subsequently requires an apprenticeship in a relevant trade, then the apprentice *must* be given full recognition and time relief in the apprenticeship. There are three widely recognised and reported techniques for avoiding this obligation:

a) Not ever to recruit such an apprentice.

b) To recruit BGJS pupils five or six weeks *before* completion of the BGJS, thus avoiding 'successful completion'.

c) To register the apprentice, but towards the end of the twelve week probationary period, persuade the apprentice to apply to the Chamber for an extension of the 'reduced' training period.

14 There are guilds (Innungen) for all the 125 Handwerk trades. Membership is open to all Meister in the trade, not just employers and is voluntary. There are strong local branches of the Friseur-innung (Hairdressers' Guild) throughout the Federal Republic; and also Land and federal levels of organisation.

15 The German Federation of the Craft Guilds.

16 In some contexts the term Geselle (journeymen or associate) is used synonymously with Facharbeiter (specialist worker, skilled worker). The former term is commonly used in all Handwerk (including hairdressers) while the latter term is associated with Industry or Commerce.

17 Each Land makes its own day-release requirements. Not all are as demanding as this.

18 See also:
Parkes, D.L. and Russell, R., *Some continental comparisons in business and technician education*, (Information Bank Paper; 1785) Blagdon, The Further Education Staff College, 1983.

Parkes, D.L. and Russell, R., Continental comparisons, *Times Higher Educational Supplement*, No. 533, 21/11/83, p. 24.

19 A fuller study of the role and training of the Meister is in: Flower, F. and Russell, R., *The industrial tutor in the FRG*, Studies in Vocational Education and Training in the FRG, No 4, Blagdon, The Further Education Staff College, 1982, ISSN: 0261-6858, ISBN: 0-907659-08-X

20 This financial encouragement of small businesses is a central policy for both major political parties in the FRG which both see the need for a Mittelstandpolitik (a policy for the middle classes). For further details see : Russell, R., ed, *The organisation of craft activities in the FRG*, (Information Bank Paper; 1725), Blagdon, The Further Education Staff College, 1982.

21 The agreement between the Regional Examining Bodies and the C&GLI to co-ordinate the syllabuses of their craft examinations to a high level of standardisation was made at the 'Ferryside' conference centre in Dyfed: hence the 'Ferryside Agreement'.

22 Recognition means that the college is recognised as providing an equivalent education to that provided in a Land-funded Berufsfachschule. For entry purposes to other courses the qualifications of the private school are thus recognised and the students may also apply for a maintenance grant while on the private school course (see also Note 23).

23 Maintenance grants are available in the FRG to all students over the minimum school leaving age. They are subject to a means-test which is, by UK standards, fairly severe.

APPENDIX D : GLOSSARY OF TERMS AND ABBREVIATIONS

ARBEITSLEHRE :
Learning about the world of work

AUSBILDUNGSORDNUNGEN :
Training Regulations (issued by the Federal Authorities)

AUSBILDUNGSFÖRDERUNGSGESETZ :
Training Place Promotion Act

BERUFSBILDUNGSGESETZ :
Vocational Training Act

BERUFSFACHSCHULE :
Full-Time Vocational School (usually providing two year courses for 15-19 year olds)

BERUFSFELD(ER) :
Vocational 'Field(s)', group(s) of trades

BERUFSBILDUNGSFÖRDERUNGSGESETZ :
Vocational Education Development Act

BERUFSGRUNDBILDUNGSJAHR :
Basic Vocational Education Year

BERUFSSCHULE :
Vocational College (part-time)

BERUFSVORBEREITUNGSJAHR :
Preparatory Vocational Training Year

BUND :
Federal Authorities, Central Government

BUNDESANSTALT FÜR ARBEIT :
Federal Labour Office

BUNDESINSTITUT FÜR BERUFSBILDUNG :
Federal Institute for Vocational Education

BUND-LÄNDER-KOMMISSION FÜR BILDUNGSPLANUNG UND FORSHCUNGSFÖRDERUNG :
Federal and Länder Commission for Education Planning and the Advancement of Research

BUNDESMINISTERIUM FÜR BILDUNG UND WISSENSCHAFT :
Federal Ministry of Education and Science

BUNDESMINISTERIUM FÜR WIRTSCHAFT :
Federal Ministry of Economic Affairs

BUNDESVERBAND DER DEUTSCHEN INDUSTRIE :
Federation of German Industry

DEUTSCHER GEWERKSCHAFTSBUND :
German Federation of Trade Unions

FACHARBEITER :
Skilled Worker - Specialist Worker

FACHOBERSCHULE :
Vocational College (full-time)

FRISEURINNUNG(EN) :
Guild(s) of hairdressing

GASTARBEITER :
Immigrant Worker, Foreign Worker

GESAMTSCHULE :
Comprehensive School

GESETZ :
Act (of Parliament)

GESELLE (N)
Skilled Worker - Journeyman (men)

GESELLENPRÜFUNG :
Journeyman Examination

GRUNDGESETZ :
Grammar School

HANDWERK :
Craft Trade

HANDWERKSKAMMER(N) :
Chamber(s) of Crafts

HANDWERKSMEISTER :
Master Craftsman

HANDWERKSORDNUNG(EN) :
Craft Regulation(s)

HAUPTSCHULABSCHLUß :
Leaving Certificate of a Hauptschule indicating a Satisfactory Completion of the School Work

HAUPTSCHULE :
Main School, Secondary Modern

INDUSTRIEMEISTER :
Industry Master

INDUSTRIE- UND HANDELSKAMMER :
Chamber of Industry and Commerce

INNUNG(EN) :
Guild(s)

KAMMER :
Chamber

KOOPERATIVE FORM :
Co-operative Form of the BGJ

KOSMETIK :
Beauty Therapy

KULTUSMINISTERKONFERENZ :
Standing Conference of the Education Ministers of the Länder

KULTUSMINISTERIUM :
Ministry of Education (of a Land)

KURATORIUM DER DEUTSCHEN WIRTSCHAFT FÜR BERUFSBILDUNG :
Kuratorium of German Industry for Vocational Education
(an Employers' Organisation)

LAND,LÄNDER :
Component State(s) of the Federal Republic of Germany

MEISTER :
Master (Craftsman)

MEISTERPRÜFUNG :
Master Craftsman Examination

MITTELSTANDPOLITIK :
Middle-Class Policy

MITTLERE REIFE :
Intermediate School Certificate

PRAXIS-LEHRER :
Practical Teacher

RAHMENLEHRPLÄNE :
Outline Curricula

REALSCHULE :
Technical School

SCHÖNHEITSPFLEGER :
Beauty Care Expert

SCHULISHCE FORM :
College-based Form of the BGJ

SONDERSCHULE :
Special School

STÄNDIGE KONFERENZ DER KULTUSMINISTER DER LÄNDER :
Standing Conference of Education Ministers of the Länder

STUNDE(N) :
Teaching Session(s) (50 Minutes)

TECHNIKER :
Technician(s)

THEORIE-LEHRER :
Theory Teacher

ÜBERBETRIEBLICHE AUSBILDUNGSSTÄTTE(N) :
Off-the-job Group Training Centre(s)

WIRTSCHAFTSWUNDER :
Economic Miracle

ZENTRALVERBAND DES DEUTSCHEN HANDWERKS :
German Federation of Craft Chambers

ZWISCHENPRÜFUNG :
Intermediate Examination

BFA	Bundesanstalt für Arbeit
BGJ.	Berufsgrundbildungsjahr
BIBB	Bundesinstitut für Berufsbildung
BMBW	Bundesministerium für Bildung und Wissenschaft
BVJ	Berufsvorbereitungsjahr
C&GLI	City and Guilds of London Institute
CJD	Christliches Jugenddorf
DGB	Deutscher Gewerkschaftsbund
EC	European Community (ie countries signatory to the Treaty of Rome)
FEU	Further Education Curriculum Review and Development Unit
FRG	Federal Republic of Germany
KMK	Kultusministerkonferenz
IBS	Internationaler Bund für Sozialarbeit
LEA	Local Education Authority
MSC	Manpower Services Commission
NTI	New Training Initiative
RAC	Regional Advisory Council
REB	Regional Examining Body
SLS	Social and Life Skills
SPD	Sozialdemokratische Partei Deutschlands
TU	Trade Union
UK	United Kingdom
UVP	Unified Vocational Preparation - an experimental course sponsored by MSC
WEEP	Work Experience on Employers' Premises
YOP	Youth Opportunities Programme - a general term for a variety of special measures taken by MSC to provide training for the young unemployed
YTS	Youth Training Scheme - proposed comprehensive scheme due to start in September 1983 in the UK for all 16 year old school leavers
ZDH	Zentralverband des Deutschen Handwerks - German Federation of Craft Chambers

APPENDIX E : NAMES OF PARTY, PROCESS OF WRITING

The list of people on the visiting party was drawn up by the Further Education Staff College after seeking nominations and was approved by the Department of Education and Science. The names of the visiting party are given below. Before leaving the United Kingdom - UK - for the Federal Republic of Germany - FRG - the party was supplied with briefing material in English and German and met for further briefing. During the visit the group met several times and determined an outline structure of the report, a division of labour in drafting the main sections and the main orientation of the report. Malcolm Levinson integrated the sections. On return to the UK the party met again and jointly worked on the written material. It has been since edited into this form and put to the party for confirmation before finalising.

The group benefitted from having access to the reports of the first five visiting parties in this programme, and meeting with another visiting party that was, at the same time, investigating catering in FRG. The visiting party would like to acknowledge gratefully the learning that took place.

The views contained in this report do not necessarily represent the views of the institutions represented or organising the work.

LIST OF NAMES OF THE VISITING PARTY

Name, Post Held:	Nominated by:
Miss Sheila M.L. Cowap, Administrative Officer, City & Guilds of London Institute.	City & Guilds of London Institute
Mr. Sidney G. Henson, Chairman, Hairdressing Council, London.	Hairdressing Council
Mr. Malcolm Levison, Training Adviser, Joint Training Council for the Hairdressing Industry.	Joint Training Council for the Hairdressing Industry

Name, Post Held:	Nominated by:
Mr. John Mortimer	The Guild of Hairdressers
Mr. David Parkes, Staff Tutor, Further Education Staff College, Coombe Lodge.	(Group Organiser)
Mr. Russ Russell, Staff Tutor, Further Education Staff College, Coombe Lodge.	(Programme Co-Ordinator)
Mr. Alan Samuel, Head of School of Hairdressing & Beauty, Hounslow Borough College.	National Association of Teachers of Hairdressing
Dr. Gisela Shaw, Senior Lecturer in German, Bristol Polytechnic.	(Group Interpreter)
Mr. J.B. Tait Head of Department of Hairdressing, Telford College of Further Education, Edinburgh.	City & Guilds of London Institute
Mrs. P. Wheatley Former Head of Hairdressing Dept., Abraham Moss Open College, Manchester.	The FE Staff College

APPENDIX F : VISITS AND MEETINGS

AT FEDERAL LEVEL

Bundesinstitut für Berufsbildung
Bundesministerium für Bildung und Wissenschaft
Bund-Länder Kommission für Bildungsplanung
und Forschungsförderung
Ständige Konferenz der Kultusminister der Länder
in der Bundesrepublik des Deutschen Handwerks
Zentralverband des Deutschen Friseurhandwerks

IN RHEINLAND-PFALZ

Berufsschulzentrum am Judensand, Mainz
Handwerkskammer Rheinhessen
Kultusministerium Rheinland-Pfalz
Salon Horst Anstatt, Mainz
Salon Peter Arens, Mainz

IN HESSE

An der Alice Schule, Giessen
Ausbildungszentrum, Handwerkskammer Wiesbaden
Berufsbildungszentrum, Handwerkskammer Wiesbaden
Regierungsbezirk Kassel
Friseurinnungen Kassel & Wiesbaden
Handwerkskammer Rheinhessen
Landesinnungsverband Hessen des Friseurhandwerks
Überbetriebliches Ausbildungszentrum der
Handwerkskammer Rheinhessen
Coiffeur Kaske, Kassel
Wiesbadener Berufsfachschule für Kosmetik, Wiesbaden

OTHER VISITS AND MEETINGS

Professor Lachenmann,
Institut für Berufspädagogik, Karlsruhe

APPENDIX G : FURTHER READING AND BIBLIOGRAPHY

INTRODUCTION TO THE EDUCATION SYSTEM IN THE FRG

The following items are descriptive accounts of the educational system in general.

1 Russell, Russ. *Vocational education and training in the Federal Republic of Germany*. (Comparative Paper; 10) Blagdon, Further Education Staff College, 1983, ISSN: 0143-327X, ISBN: 0-907659-04-7.

2 British Council. *Federal Republic of Germany*. (Education Profile), British Council, 1981.

3 Fuhr, Christoph. *Education and teaching in the Federal Republic of Germany*. Munich, Carl Hanser Verlag, Internationes, 1979. ISBN: 3-446-12810-7.

4 Littmann, Ulrich. *An introduction to the confusion of German education*. Bonn-Bad Godesberg, Deutscher Akademischer Austauschdienst (DADD). rev. ed., 1977. ISBN: 3-871972-045-2.

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